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| **Reading** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Identifies the main topic, key details, and central message or lesson in a text (R.L.1.2; R.I.1.2; L.1.6)  *In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3)* | * Attempts but is unable to retell a story in sequential order or remember key details * Struggles to develop an understanding of the overall message or lesson * Is unable to identify the main topic and key details * Struggles to respond to a text using words and phrases with frequently occurring conjunctions to signal simple relationships (e.g., *because)* | * Inconsistently retells a story omitting key details and/or improperly sequences events * Progressing toward developing an understanding of the overall message or lesson * Inconsistently identifies the main topic and key details * Inconsistently responds to a text using words and phrases with frequently occurring conjunctions to signal simple relationships (e.g., *because)* | * Consistently retells text in proper sequence, using key details * Consistently shows understanding of the overall message or lesson * Consistently identifies the main topic/theme * Consistently responds to a text using words and phrases with frequently occurring conjunctions to signal simple relationships (e.g., *because)* | In addition to Level 3:   * Consistently recounts stories and determines message, lesson, or moral (including fables and folktales) * Consistently identifies main topic of specific paragraphs and multi-paragraph texts * Consistently describes details from text or information presented orally using adjectives and adverbs |
| Describes elements in literature and informational text (R.L.1.3; R.I.1.3)  *In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3)* | * Is unable to describe characters, setting, and/or major events using key details * Is unable to describe the connection between two individuals, events, ideas, or pieces of information in a text | * Inconsistently describes characters, setting, and major events using key details * Inconsistently describes the connection between two individuals, events, ideas, or pieces of information in a text | * Consistently describes characters, setting, and major events using key details * Consistently describes the connection between two individuals, events, ideas, or pieces of information in a text | In addition to Level 3:   * Consistently describes how characters in a story respond to major events and challenges * Consistently describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text |
| **Reading** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Determines or clarifies the meaning of unknown and multiple-meaning words and phrases (R.I.1.4; L.1.4)  *In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3)* | * Is unable to ask and answer questions to determine or clarify the meaning of words and phrases in a text * Is unable to determine or clarify unknown words using flexible strategies (e.g., root words, affixes, or sentence context) | * Inconsistently asks and answers questions to determine or clarify the meaning of words and phrases in a text * Inconsistently determines or clarifies unknown words using flexible strategies (e.g., root words, affixes, or sentence context) | * Consistently asks and answers questions to determine or clarify the meaning of words and phrases in a text * Consistently determines or clarifies unknown words using flexible strategies (e.g., root words, affixes, or sentence context) | In addition to level 3:   * Consistently uses an array of strategies to determine the meaning of unknown and multi-meaning words or phrases (e.g., root words, affixes, sentence content, single-word meaning within compounds, glossaries, or dictionaries) |
| Compares and contrasts similarities and differences in text (R.L.1.9; R.I.1.9)  *In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3)* | * Is unable to compare and contrast the adventures, experiences, or attributes of a character in different pieces of literature * Is unable to identify similarities or differences between two texts on the same topic, using various text features | * Inconsistently compares and contrasts the adventures, experiences, or attributes of a character in different pieces of literature * Inconsistently identifies basic similarities and differences between two texts on the same topic, using various text features | * Consistently compares and contrasts the adventures, experiences, or attributes of a character in different pieces of literature * Consistently identifies basic similarities and differences between two texts on the same topic, using various text features | * Consistently compares and contrasts two or more versions of the same story by different authors or cultures * Consistently compares and contrasts the most important points on the same topics by two texts |

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| Demonstrates understanding of the organization and basic features of print (R.F.1.1) | * Is unable to recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) | * Inconsistently recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) | * Consistently recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) |  |
| Demonstrates an understanding of spoken words, syllables, and sounds (R.F.1.2) | * Is unable to distinguish long from short vowel sounds in spoken single-syllable words * Is unable to orally produce single-syllable words by blending sounds, including consonant blends * Is unable to isolate and pronounce initial, medial vowel, and all final sounds in spoken single-syllable words * Is unable to segment spoken single-syllable words into their complete sequence of individual sounds | * Inconsistently distinguishes long from short vowel sounds in spoken single-syllable words * Inconsistently orally produces single-syllable words by blending sounds, including consonant blends * Inconsistently isolates and pronounces initial, medial vowel, and all final sounds in spoken single-syllable words * Inconsistently segments spoken single-syllable words into their complete sequence of individual sounds | * Consistently distinguishes long from short vowel sounds in spoken single-syllable words * Consistently orally produces single-syllable words by blending sounds, including consonant blends * Consistently isolates and pronounces initial, medial vowel, and all final sounds in spoken single-syllable words * Consistently segments spoken single-syllable words into their complete sequence of individual sounds |  |

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| **Reading** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Knows and applies grade-level phonics and word analysis skills in decoding words (R.F.1.3) | * Does not know the spelling-sound correspondences for common consonant diagraphs * Is unable to decode regularly spelled one-syllable words * Does not know final – e and common vowel team conventions for representing long vowel sounds * Does not use the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word * Is unable to decode two-syllable words following basic patterns by breaking the words into syllables * Is unable to read words with inflectional endings * Is unable to recognize and read grade-appropriate irregularly spelled words | * Inconsistently knows the spelling-sound correspondences for common consonant diagraphs * Inconsistently decodes regularly spelled one-syllable words * Inconsistently knows final – e and common vowel team conventions for representing long vowel sounds * Inconsistently uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word * Inconsistently decodes two-syllable words following basic patterns by breaking the words into syllables * Inconsistently reads words with inflectional endings * Inconsistently recognizes and reads grade-appropriate irregularly spelled words | * Consistently knows the spelling-sound correspondences for common consonant diagraphs * Consistently decodes regularly spelled one-syllable words * Consistently knows final – e and common vowel team conventions for representing long vowel sounds * Consistently uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word * Consistently decodes two-syllable words following basic patterns by breaking the words into syllables * Consistently reads words with inflectional endings * Consistently recognizes and reads grade-appropriate irregularly spelled words | In addition to Level 3,   * Consistently distinguishes long and short vowels when reading regularly spelled one-syllable words * Consistently knows spelling-sound correspondences for additional vowel teams * Consistently decodes words with common prefixes and suffixes * Consistently identifies words with inconsistent but common spelling-sound correspondences * Consistently recognizes and reads grade-appropriate irregularly spelled words |
| **Writing** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Composes opinion, informative/explanatory, and narrative pieces of writing (W.1.1; W.1.2; W.1.3; W.1.5) | * Is unable to introduce the topic * Is unable to provide information (reasons/facts) or details about the topic * Is unable to recount event sequentially, using temporal words to signal event order * Is unable to provide some sense of closure | * Inconsistently introduces the topic * Inconsistently provides information (reasons/facts) or details about the topic * Inconsistently recounts event sequentially, using temporal words to signal event order * Inconsistently provides some sense of closure | * Consistently introduces the topic * Consistently provides information (reasons/facts) or details about the topic * Consistently recounts event sequentially, using temporal words to signal event order * Consistently provides some sense of closure * Consistently responds to questions and suggestions from peers and adds details to strengthen writing as needed | In addition to Level 3,   * Consistently uses linking words to connect opinion and reasons * Consistently use facts and definitions to develop points * Consistently recounts a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings * Consistently provides a concluding statement or section when writing opinion and informative/ explanatory pieces of writing * Consistently strengthens writing as needed by revising and editing |
| **Writing** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Demonstrates command of the conventions of standard English (L.1.1; L.1.2) | * Is unable to print all upper and lower case letters correctly * Is unable to use common, proper, and possessive nouns * Is unable to use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*) * Is unable to use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*) * Is unable to use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*) * Is unable to use frequently occurring adjectives * Is unable to use frequently occurring conjunctions (e.g., *and, but, or, so, because*) * Is unable to use determiners (e.g., articles, demonstratives) * Is unable to use frequently occurring prepositions (e.g., *during, beyond, toward*) * Is unable to produce and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts   -----------------------   * Is unable to capitalize dates and names of people * Is unable to use end punctuation for sentences * Is unable to use commas in dates and to separate single words in a series * Is unable to use conventional spelling for words with common spelling patterns and for frequently occurring irregular words * Is unable to spell untaught words phonetically, drawing on phonemic awareness and spelling conventions | * Inconsistently prints all upper and lower case letters correctly * Inconsistently uses common, proper, and possessive nouns * Inconsistently uses singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*) * Inconsistently uses personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*) * Inconsistently uses verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*) * Inconsistently uses frequently occurring adjectives * Inconsistently uses frequently occurring conjunctions (e.g., *and, but, or, so, because*) * Inconsistently uses determiners (e.g., articles, demonstratives) * Inconsistently uses frequently occurring prepositions (e.g., *during, beyond, toward*) * Inconsistently produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts   -----------------------   * Inconsistently capitalizes dates and names of people * Inconsistently uses end punctuation for sentences * Inconsistently uses commas in dates and to separate single words in a series * Inconsistently uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words * Inconsistently spells untaught words phonetically, drawing on phonemic awareness and spelling conventions | * Consistently prints all upper and lower case letters correctly * Consistently uses common, proper, and possessive nouns * Consistently uses singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*) * Consistently uses personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*) * Consistently uses verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*) * Consistently uses frequently occurring adjectives * Consistently uses frequently occurring conjunctions (e.g., *and, but, or, so, because*) * Consistently uses determiners (e.g., articles, demonstratives) * Consistently uses frequently occurring prepositions (e.g., *during, beyond, toward*) * Consistently produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts   -----------------------   * Consistently capitalizes dates and names of people * Consistently uses end punctuation for sentences * Consistently uses commas in dates and to separate single words in a series * Consistently uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words * Consistently spells untaught words phonetically, drawing on phonemic awareness and spelling conventions | In addition to Level 3,   * Consistently uses collective nouns * Consistently forms and uses frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*) * Consistently uses reflective pronouns (e.g., *myself, ourselves*) * Consistently forms and uses the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*) * Consistently uses adjectives and adverbs, and chooses between them depending on what is to be modified * Consistently produces, expands, and rearranges complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*)   ------------------------   * Consistently capitalizes holidays, product names, and geographic names * Consistently uses commas in greetings and closings of letters * Consistently uses an apostrophe to form contractions and frequently occurring possessives * Consistently generalizes learned spelling patterns when writing words (e.g., *cage – badge; boy – boil*) * Consistently consults reference materials, including beginning dictionaries, as needed to check and correct spellings |